

DOCUMENT RESUME

ED 254 971

EC 172 022

AUTHOR Avraham, Yakov
TITLE Special Tutoring Program with Maladjusted Children and Adolescents.
PUB DATE Apr 84
NOTE 17p.; Paper presented at the Conference of A.E.D.E.S. (Asociacion Espanola para la Educacion Especial) [Spanish Association for Special Education] (Madrid, Spain, April 25-27, 1984).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adjustment (to Environment); *Emotional Disturbances; Foreign Countries; Interpersonal Competence; Peer Relationship; *Tutoring
IDENTIFIERS Israel; *Kibbutzim

ABSTRACT

The paper describes a special education tutoring approach to maladjusted pupils in the Israeli Kibbutz. Following an overview of the Kibbutz way of life and the characteristics of maladjusted children, the paper examines ways in which the environment can be reorganized to minimize conflicts and help pupils grow up in a more cordial atmosphere. The tutoring program involved 40 Kibbutz children (10-16 years old) and was designed to reintegrate them into school and help them establish personal relationships with peers and adults. A member of the Kibbutz was designated as a tutor to help carry out individual programs and conduct periodic progress monitoring. The expansion of remedial activities under the tutor's control enables a broad treatment of problems to be carried out. Through individual adaptation and by the child's involvement in the work program, learning motivation can be increased and more proper behavior patterns can be formed. (CL)

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SPECIAL TUTORING PROGRAM WITH
MALADJUSTED CHILDREN AND
ADOLESCENTS

YAKOV AVRAHAM
HEAD OF SPECIAL EDUCATION DEPARTMENT
OF KIBBUTZ MOVEMENT

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EC172022

Paper presented at the International Congress of the Spanish
Association for Special Education (A.E.D.E.S.) (Madrid, Spain
April 25-27, 1984)

EDUCATION IN KIBBUTZ.

Yakov Avraham

Head of Department of Special Education
of the Kibbutz Movement.

The Kibbutz is a democratic community based on equal rights and duties of its members, and full equality of rights between sexes. Education in Kibbutz is Communal Education, in accordance with the general principals. Educational activities in the Kibbutz Movements are directed by the Education Department, which contains separate sections for the different age groups. Communal Education comprises all spheres of children's life: physical, cultural, health care, study, character formation etc..

It permits supervision of child's development from the day of birth and timely intervention in case of any disturbance. At the same time, Communal Education does not attempt to bypass the strong emotional bonds between the child and members of his family.

The life of the child of tender age revolves around two centers: the children's house and the parents room, both of which - in the child's emotional experience - form one center.

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Its purpose in the latter to enable each kibbutz child to continue his social bond with his peer group and to ensure a minimum of 12 years schooling for all.

As we will see, this life concept, inspired our educational way and how to solve special education problems.

TUTORING AS A REHABILITATION PROGRAM.

Adjustment is a continuing process as the growth process. When an individual deals effectively with his problems, he is said to be well adjusted. Conversely, when his problems prove to be too much for him - as shown by anxiety, inefficiency, unhappiness, or more serious symptoms, he is referred to as maladjusted.

This paper deals with maladjusted youth on the Kibbutz, especially in their psychological disorders and learning problems in school.

Picks, in his categorization of maladjustment, mentioned three main groups:

- 1) Structural organic.
- 2) Biochemical - functional.
- 3) Learning - psychological

Here we will deal with the last category which is further subdivided into those disturbances attributed to:

- a) Lack of learning.
- b) Inappropriate learning.
- c) Learning of conflict.
- a) Lack of Learning: This means lack of training and refers to parental defficiencies in child-rearing.
- b) Inappropriate Learning: This refers to defficiencies in the models the parents provide for identification.
- c) Learning of Conflict: This means conflict between immediate gratification and the possibility of disapproval, both of which are very real.

This gives us a general view of the maladjustment background.

A more specific reference is Sonders' four categories which are concerned with school activities. Her main point is that serious psychological disturbance or low ego control, or both, make the child unable to face all school activities efficiently. Kessler added - maladjustment in childhood includes habit disturbances, conduct disturbances and neurotic traits.

This diagnosis is defined as transient and is a symptomatic reaction of children to some immediate situation or to an internal emotional conflict.

In effect, this definition excludes mental subnormality, organic illness of the brain and psychotic reactions. It can be stretched to include almost all the non-psychotic functional disorders of childhood behaviour.

The Problems Of Our Youth In Relation To Such Definitions:

In the points summarized so far, we view that first contact with school activity can be traumatic especially if children start school in some way disturbed.

A retrospective followup of our youth (treated by us) describes the different stages that lead up to the dropping out of school:

- 1) Integration difficulties.
- 2) Learning disabilities for various reasons.
- 3) Comprehension difficulties.
- 4) Disruption in communication.
- 5) Impairment in the sense of belonging.
- 6) Increasing retarding in studies.
- 7) Communication with parents becomes mixed up.

8) Negative social image.

9) Negative self image.

10) Vagrancy - aggressiveness.

This is a profile of a maladjusted child.

An additional factor that we must take into account is the school in which the child interacts with others and with adults - there he must adapt himself to the school rules and organization.

We can predict the problem in school adaptation and in environment migration, especially in the Kibbutz which is a small community where the child tends to remain in his group and keep his social bonds.

Special education must adapt itself to those needing rehabilitation and must find such solutions so as not to remove the individual from his natural social environment.

The School And The Environment.

The main issue is how can the environment be reorganized in order to minimize conflicts and to help the pupils grow up in a more cordial atmosphere.

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The way to do this is by improving the environment and at the same time by helping the pupils by teaching them how to apply various methods to the practical situations in which they find themselves; such as in school, at work, and in the peer group.

This is a micro-experiment which is necessary in the rehabilitation program.

In the school the child is under the adults' supervision and under the auspices of the school. Children learn many of their skills - age, sex, and status roles - but the maladjusted child must have special training in order to be involved in any activity with little anxiety.

The maladjusted child needs new contacts with his environment.

In order to reconstruct the dialogue with his environment he needs a new training program under supervision of someone responsible. This helps the child to be more active and aware in the rehabilitation program.

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TUTORING REHABILITATION PROGRAM.

Our program included 40 Kibbutz children aged 10-16. All of them (70% boys, 30% girls) -

- 1) have a normal I.Q.
- 2) do not have any organic diagnosis
- 3) do not have any special growth problems
- 4) do have some behavioural problems
- 5) do have learning problems
- 6) do display anti-social activities, delinquent behaviour
- 7) do have a low self image

The main behavioural problems displayed by most of them were evident during school activities.

In spite of the fact, that most of them were treated by special education programs before we carried out our plan, most of them continued to demonstrate anti-social behaviour and to be maladjusted to the school environment. A high percentage of them dropped out from school activities and even are hostile.

The school staff and principal were inclined to change the pupil's environment. They advised change to a school for special education. Our proposal was to help the youth reintegrate in their own environment and in the same school but with a special

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rehabilitation program. This will be realized in full contact by all and with all whilst the child stayed in his natural environment.

The Reasons For Our Proposal:

- 1) Weakness of the ego and superego in such children endanger their rehabilitation in a new environment.
- 2) Cutting off his social bonds can strengthen his feeling of isolation.
- 3) In this situation, from the point of view of the youth, every school or new learning institution represents a failure for him - perhaps his efforts will end in failure. He doubts whether he can achieve satisfaction in social-acceptable ways.
- 4) We see the Kibbutz as the child's natural environment (for Kibbutz children) and as a necessary factor in the rehabilitation program.

Children tend to belong to their peer group and depend on it to help and encourage them to establish new relationships. And also meaningful relationships.

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- 5) It was clear to us that the youth have a good potential for learning but that they are not able to study the full academic curriculum. Therefore they need a special learning program in and out of their class.
- 6) Usually, the youth on Kibbutz work after school hours. Sometimes children who fail in school, succeed in their job and therefore they continue contact with their work place. Such contact can help us very much in the rehabilitation program.

Operation Principles - How This Program Works.

As we mentioned before, the aim of our plan is to reintegrate the child in school and to establish personal relationships with his peer group and with adults, thus preparing him for social adjustment.

Our main problem was serious emotional disturbances. The child's socialization process was disturbed in many ways in many cases. Therefore the child looked upon his own environment as an obstacle which made him fail. He feels uncomfortable and his constructive dialogue with reality is cut off in many cases.

He is unable to look at things in perspective. His cognitive functions, such as, academic learning, and school activities are meaningless for him.

All this may lead to his dropping out of school.

Facing a situation such as this, where the child cannot collaborate with social agencies, necessitates the use of intermediaries.

We believe that this intermediary position should be filled by a person who has not had direct contact with the school or the clinical staff before. The best person would be a member of the society, who is ready to work together with the child and the school staff. This person would be trained and guided by the psychological staff. The child's attitude to such a person is usually more direct and natural. This system enables direct contact between the child and the tutor.

The Planning - What Can The Tutor Do.

- 1) The first task is to develop direct communication with the child.
- 2) To reorganize the living environment and help the child in his contact with it.

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- 3) To support the child in realizing his tasks in the rehabilitation program, in school and after school hours.
- 4) To help the child to organize his free-time activities.
- 5) To keep daily contact with all those factors who are in contact with the child.
- 6) To deal with all important events that need clarification from the educational point of view, either with the child or the staff in connection with the general program or in connection with behavioural problems.
- 7) The tutor must have daily contact with the child in order to help him to learn to control himself and his behaviour.
- 8) The tutor should be a member of Kibbutz and should be such a person who can make contacts easily with people. He should be able to help the child in different ways - not as a teacher.

The pupils who are part of a tutoring program, participate in planning their work-plan, such as topics to be studied, hours to be spent in class, on homework, on handicrafts and so on and the type of work and responsibilities to the class.

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The Pupil's Activities.

Each pupil has his own personal program.

Its application is gradual and flexible. It takes into consideration the pupil's needs and abilities.

Activities are aimed at developing a self-reliant approach to learning and also to experience sharing with other pupils. The integrated activities serve to initiate a certain dynamics of controlled interpersonal interaction.

Relation Between Factors: Educators, Psychologist, Tutor.

The tutor who has developed a personal relationship with the child, also will establish relationships with the various factors connected with the child, such as parents, educators and remedial workers

He will initiate periodical meetings for summarizing the progress. Such meetings, if conducted properly, may have therapeutic value. A summary includes evaluating of the pupil's activity and an examination of his advancement in the various areas such as, class-room, youth movement, work, with his parents, and at home.

DISCUSSION AND CONCLUSION:

The separation of treating of learning problems from behavioural disturbances in different forms hinders the rehabilitation of children. This is something which is particularly manifested during adolescence when learning becomes important for the self-image and for the child's position among his peers.

The expansion of remedial activities, under the tutor's control, enables us to carry out a broad treatment of problems. Through individual adaptation and by the child's own involvement in his work program, he can increase his learning motivation and thus form more proper behaviour patterns.

The main point is how to lead to a significant reorganization of the environment.

We hope that our way of tutoring has a good influence on the pupils and also increases their own motivation to reconstruct their dialogue and attitudes to society and to school.

We also hope that the structure of their personality will be more consistent. Contemporaneous and longitudinal consistency in personality structure is largely a function of the fact that behavioural traits become organized and hierarchically ordered in relation to certain of its unifying gradients or core aspects.

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In human beings, the ego - a functionally interrelated constellation of attitudes, motives, values, aspirations and orientations toward other persons and groups, all of which have significant self reference - plays this crucial integrative role in personality organization and development.

The results of our program encourage us to continue our tutoring program. Ninety percent of our pupils go back to school as normal pupils.

I hope that we will continue to help such children.

I believe that our aim as human beings and as teachers should be to make efforts and to help such children become productive members of our society and to prevent them from dropping out.